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ABSTRACT

Although recognized as being out-of-date, two characteristics of New Zealand's outlook on the world (a monocultural attitude and isolationism), have played a significant part in forming community opinions and attitudes on national and international development questions. Attitudes toward Third World countries are narrowed by lack of information, lack of cultural experience, and suspicion of "political extremism." New Zealand, itself, exhibits many characteristics of a developing country: small in area and population, an island nation, dependent for export earnings on its primary produce, easily affected by overseas economic trends and changes, and deeply in debt to foreign banks. In New Zealand the concept of development education is still new. A few schools offer optional "liberal studies" courses. While regarded as "leftist" or disruptive, churches are beginning to consider aid to developing countries and have established an Ecumenical Secretariat for Development. Major forces in development education are CORSO, International Coalition for Development Action, Co-ordinating Agencies Committee, and World Vision. Possible strategies for development education include formation of coalitions of people already involved to work together nationally, greater attendance at international conferences, international activist exchange programs, and publication of resource materials emphasizing New Zealand's role in development education. (NEC)

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Development Education
Paper No. 19

DEVELOPMENT EDUCATION IN NEW ZEALAND

Bob Scott

1981

SOME CHARACTERISTICS OF THE NEW ZEALAND COMMUNITY

In 1979 the Chairperson of the New Zealand Planning Council (Sir Frank Holmes) wrote in a foreword to a book on Maori perspectives on community and social living:(1)

> "Not so long ago governments, along with many other people from all racial and cultural groups, assumed that the way ahead lay in integration. Everyone would fit into a New Zealand way of life. Everyone would have equal opportunities. Our children would grow up to be members of one united family. No conscious planning was needed to achieve harmonious race relations.

Bob Scott is an Anglican priest from New Zealand, currently co-ordinator of the Global Negotiations Information Project - an NGO project based in New York. He was formerly Executive Secretary for the International Coalition for Development Action (ICDA) in London.

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(1) The Matapuna: Some Maori Perspectives, New Zealand Planning Council No. 14, December 1979.

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> These assumptions are no longer valid. We cannot and should not attempt to fit all New Zealanders into the same mould. We must recognise that we come from a variety of cultural backgrounds."

The Director of the New Zealand Commission for the Future (Commander Dick Ryan) was reported in 1980 as pointing to New Zealand's distance from other countries as an advantage. When referring to the gloomy predictions of the U.S. Presidential "Global 2000" report he said:(2)

> "People everywhere are caught up in a mutually murderous struggle for status, place and primacy....it must be an advantage to be isolated as we are, with a small population, plenty of food and renewable energy resources."

These two characteristics of New Zealand's outlook on the world -- a monocultural attitude and isolationism -- are rapidly being recognized as out-of-date. But they nevertheless have played a significant part in forming community opinions and attitudes on national and international development questions. Living in a small country, 1200 miles from the nearest neighbour, has meant that New Zealanders are, by nature, less international in their outlook than people from other industrialized countries.

The attitudes of many New Zealanders toward Third World countries are narrowed by lack of information, lack of cultural experience and suspicion of what is regarded as "political extremism" in some developing countries.

It must be said that during the last decade, attitudes and community opinions have been under considerable challenge. Economic recession and increasing European protectionist measures against New Zealand's primary products have forced a reassessment of New Zealand's self-reliance and its susceptibility to international economic influences. Political and cultural attitudes have been stirred by a continuing controversy about whether New Zealand rugby football teams should tour South Africa or South African all-white teams visit New Zealand. But despite these, it is my opinion that basic attitudes have not yet changed significantly. If anything, challenges have encouraged a retrenchment of conservative and isolationist attitudes.

A newspaper journalist three years ago speculated that "the white underbelly of New Zealand opinion is now showing, revealing racism and class prejudice." (3)

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(2) Auckland Star newspaper, October 15, 1980.
(3) Michael Nicolaidi, Political Correspondent, Evening Post, Wellington.

Tensions between Pakeha (white) and Maori have centred on land and culture questions. For most of New Zealand's short history a policy of integration of the two races has been followed -- meaning inevitable "absorption" of the approximately 10% Maori populaton. Maori language has rarely been offered in any school curriculum. Legislation, designed to regulate the complexities of Maori-shared ownership of land, merely offends Maori traditions and encourages resentment. The shift of population to the cities has meant that many rural Maoris are separated from tribal communities and support. Maori cultural aspects have become the objects of tourism and therefore open to abuse. The percentage of Maori/Polynesian in New Zealand prisons has increased to approximately 80% of the total. A significant number of young Maoris have begun agitation for re-emphasis on Maori language, the return of traditional Maori lands to their owners and strategies to combat what they regard as deliberate and insensitive abuse of Maori cultural and religious traditions. These are serious questions for any society, and made more difficult in times of economic recession and increased unemployment. The Maori/Polynesian element is mainly to be found among the low-income population in depressed housing areas. All too easily, economic divisions take on a racial aspect and community fear grows. This is particularly so in Auckland, New Zealand's largest city.

Auckland has been referred to as the largest Polynesian city in the world. Pacific Islanders, attracted by high wages and wider job possibilities, have come to Auckland on short-term work permits or conveniently unclear immigration arrangements. The consequent strain on available housing and jobs has been exacerbated by economic recession. Immigration regulations have now been tightened. "Overstayers" (those who remained in New Zealand beyond their legal work-permit time) have been pursued and deported, causing dismay and anger in many Pacific Islands whose economies depend heavily on money earned and sent home by their nationals.

Commentators point to increased street violence, street gang activity, the sharp increase in violence against women, persistent rejection or abuse of the authority of police and courts as pointers to a significant "national identity crisis" which could result in increased racial tensions and conflicts. No longer can New Zealanders feel comfortable, complacent and serene in a country divorced from the mainstream of the world's hunger, poverty, violence and power struggles. It has often been said: "From being ten years behind other countries, we have been catapulted into all the problems on earth".

Increasing conservative-trade union clashes have produced a mood of restlessness and anger among the majority conservatives, leading to a growth of national spirit and fervour ("I'm proud to be a Kiwi and tired of being pushed around by trade unions"). The trade unions have responded with stringent demands for wage re-adjustments, criticism of overseas investment and suspicion of expanding New Zealand corporations. Policies designed to ease unemployment by excluding women from the work force are being strenuously opposed and trade unions have increased their education and training among members.

The New Zealand Rugby Football Union issued an invitation for a South African football team to tour New Zealand mid-1981. A previous invitation and its subsequent withdrawal because of government and community pressure caused a major controversy: pitting opponents to apartheid against sports lovers, the old "British Colonial mentality" against those wanting links with the Third World. All these things point to considerable struggles involved in the restructuring of economic/power/race elements in New Zealand society. New questions and dilemmas are posed, yet there is relatively little historical insight or political experience to help in finding answers. Out-of-date attitudes are being challenged and the conservative-radical poles seem to be moving further apart.

One interesting thing is that New Zealand exhibits many characteristics of a developing country (indeed the present Prime Minister is given to describing New Zealand as a "semi-developed country"). It is small in area and population, an island nation, heavily dependent for its export earnings on its primary produce, easily affected by overseas economic trends and changes, and deeply in debt to foreign banks. Yet there remains conspicuously little information from Third World sources -- particularly Africa. The only diplomatic or consular representatives from African states resident in New Zealand are from Egypt and South Africa. New Zealand has no diplomatic or trade business in Africa except in Egypt and an honorary representative in South Africa.

The South Pacific is not the most important market for New Zealand goods -- trade is primarily with developed countries in the Northern hemisphere and with Australia. But there is no doubt at all that trade with New Zealand is of vital importance to many Polynesian countries. Attempts to increase exports to New Zealand are met by trade barriers and import restrictions which run contrary to the regional trading discussions held within the South Pacific Forum structure, which includes Australia and New Zealand.

There is obviously growing disenchantment with New Zealand among South Pacific people.

> "Not very many years ago a senior Samoan official commented plaintively that "New Zealanders have never made any attempt to understand Samoa. Too often, especially in Polynesia, New Zealand comes over as a paternalistic 'Big Brother', an image which is reinforced by its discriminatory immigration and aviation policies. In Tonga, according to its Roman Catholic Bishop Finau, people are beginning to realise that economically their country is becoming a colony of New Zealand." (4)

It has been said that New Zealand is at a turning point in its relationships with the South Pacific. There is a clear case for promoting public awareness and understanding of the developing South Pacific partnership.

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(4) A Question of Balance, Michael Bellam, p.66

DEVELOPMENT EDUCATION IN NEW ZEALAND TODAY

For the purposes of this paper development education may be defined as the process of promoting interest and study either among the general public or specific groups such as schools and churches: in national or international issues concerned with partnership between peoples and the need for economic and social justice.

In New Zealand the concept of development education is still relatively new. Of course international affairs (most often called "social studies" programmes) have been taught in most schools, usually from an historical, geographical or current affairs point of view, and rarely introducing any critical analysis of, for example, New Zealand's role vis-á-vis developing nations. Many schools and colleges have introduced a "liberal studies" course as an option for students, but these are by no means widespread.

The churches in New Zealand have long concentrated their international attention primarily on traditional or potential missionary fields. But in the last ten years a few national churches (notably Methodist, Presbyterian and Roman Catholic) have begun to actively consider the implications of New Zealand foreign policies on developing countries, New Zealand's responsibility in international economic justice, New Zealand's aid to developing countries, and our particular relationship to the South Pacific.

The National Council of Churches, Catholic Peace and Justice Commission, Halt All Racist Tours (HART), the National Anti-Apartheid Committee and the Campaign Against Overseas Capital Investment have each made a significant contribution to focussing attention on development issues. But it remains true that most people involved in such movements or organizations are generally regarded as "leftist" or disruptive. The churches have established an Ecumenical Secretariat for Development, which though relatively low-funded, is playing an expanding role in sponsoring development education opportunities.

CORSO, the co-ordinating organization for 38 New Zealand organizations funding over-seas development projects, has become a particular focus for development education. After much debate and schism among its membership, it has been agreed that its budget should include provision for programmes of education on international development problems among New Zealanders. These programmes soon included critical reviews of New Zealand's role in these international development questions and comparisons between international and national situations. It is too simple to say that it was the <u>only</u> reason that CORSO became the centre of a considerable public storm, but it was nevertheless one of the main reasons. Within the last two years the New Zealand Government, in opposition to what it described as CORSO's involvement in development education (which it inferred had stepped over the mark into political education), took severe legislative action against the organization. It was dropped from the list of organizations eligible for tax-deductible donations and the annual Government grant for administrative support was terminated.

This event was of tremendous significance. Since then, it is my experience that any discussion about development education in New Zealand invariably includes some reference to the fate which befell CORSO. More than once, in meetings with groups discussing development education exercises, I have heard a drawing-back from any innovative or radical plans out of fear they might meet the same fate or jeopardise their public funds.

Over the last six or seven years a growing network of people have been identified. Working within a number of organizations they have identified themselves as having a concern for development education, both at the local and national level. Such networks are relatively easily established in a country of only three million people, in which it is not difficult to keep in contact, and in which news and anecdotes pass quickly from person to person.

One such network is the New Zealand Coalition for Trade and Development, formed as the New Zealand counterpart to the International Coalition for Development Action (ICDA). It brings together nearly 15 organizations prepared to share funding for promoting public awareness of, for instance, New International Economic Order (NIEO) issues, New Zealand Government involvement in inter-governmental conferences, and New Zealand's performance in the aid field. This coalition has published material on the Common Fund, New Zealand's fishing industry and its relationship with Japanese fishing multi-nationals, and education kits on the NIEO, as well as circulating additional resource material from overseas. They are currently working on a three-year project researching the changing pattern of aid in the South Pacific and its implications for New Zealand.

Another small network is the Co-ordinating Agencies Committee. It is made up of the main actors from a number of development-oriented groups who discuss mutual problems and often agree on a common strategy vis-á-vis approaches to Government or within their own organisations. (The membership almost entirely overlaps with the New Zealand Coalition for Trade and Development.)

The other major influence on development education in New Zealand is the World Vision organisation which has almost totally eclipsed the advertising, media exposure and fund-raising of all other groups. It understands its task of development education as that of promoting public awareness of the need to send funds and supplies to answer basic human needs in poor countries and supplying schools and colleges with resource material highlighting those situations. It has a majority support of strong conservative community groups and generally sees itself working over against the "radical groups" such as the New Zealand Coalition for Trade and Development.

New Zealand's distance from its nearest neighbour, Australia, and the rest of the world means that education on international development questions constantly fights what could be called the "isolationist syndrome". There is very little exploration of what North Americans call the "local-global links".

Added to this, the Government, through its ministries such as Foreign Affairs, generally plays down New Zealand's role in international decision-making. They maintain the realities are that New Zealand is a small country of little consequence among the industrialized powers, whose economic future is easily threatened if it takes a different stance from its major trading partners. This has the effect of discouraging development-oriented groups in their lobbying of Government on issues discussed at inter-governmental conferences and tends to reinforce the "isolationist" feeling of New Zealanders.

THE FUTURE

Being a small country has advantages:

- Networks of concerned people are relatively easy to establish and maintain.
- There are only a few major media outlets (such as metropolitan newspapers, radio or TV stations) and therefore supplying them with material is not too difficult a task.

The disadvantages (for development education) in New Zealand include:

- Little funding available for development education which points to causes and remedies (partly because of the CORSO scare and partly because the "World Vision" type of message is more acceptable to the majority).
- Newspapers and TV are noticeably conservative.
- There is a lack of information from Third World countries.
- It is expensive and difficult to establish close links with national groups in other countries.
- A significant national community opinion is that New Zealand should rightly be considered a "developing country" and therefore should not see itself in any position to assist other countries (because of the economic recession, New Zealand's dependence on overseas loans and future risks to our established markets - especially agricultural products).

Needs for development education in New Zealand include:

- Improve information flows, especially from the Third World.
- Increase financial resources available for development education.
- Increase focus on the South Pacific.
- Establish "local-global links" between New Zealand and the other parts of the world.

Possible strategies/approaches for development education:

1. National

The formation of regional or city coalitions of people already involved in development education at various levels -- in schools, churches, trade unions, universities and local and national community groups -- would require concentrated work by a team of "animateurs" or "connectors" within some major urban communities. Their work would be to bring together those involved in local, national and international development issues, encourage them to discuss mutual problems, and plan co-operative strategies for change on issues or problems they hold in common.

There are few community organizations in New Zealand which have the funds or base to do such work, even if they overcame their apprehensions about possible risk of Government disapproval or loss of public funds, referred to earlier in this paper.

"Animateurs" (see approximate costs in Footnote 5 below) could be sited in: Auckland (3); Welllington/Lower Hutt (2); Christchurch (2); Napier/Hastings (1); Taupo (1); Hamilton/Tororoa (1); Palmerston North (1); Greymouth (1) — a total of 12

2. International

New Zealand's comparative isolation from other countries has meant that New Zealanders working on national or development issues are separated from regular, stimulating contact with similar projects and individuals in other countries. The cost of flying a person to a European or North American meeting is usually high enough to determine that only a 'token' New Zealand representative is ever included in the funding provisions for major NGO conferences.

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(5) Approximate costs:

Salaries and allowances:	NZ$ 156,000
Office/programme support:	120,000
Setting-up costs:	30,000
	NZ$ 306,000
	(US$ 278,000)

This is an immense sum, in New Zealand terms, to be spent on development education. But I venture to suggest that it could be recruited thus:

a)	Seed money - UN sources/grants from major New Zealand churches	NZ$ 20,000
b)	In kind - offers of office space, facilities, etc.	40,000
c)	One foundation grant	20,000
d)	Two foundation grants of $10,000	20,000
e)	20 grants of $5000 each - churches, community organizations and trusts	100,000
f)	200 grants of $500 each - small community groups, individuals	100,000
g)	Bank interest on capital, etc.	12,000
		NZ$ 312,000
		(US$ 283,600)

Of course these estimates are quite abitrary but this is intended to demonstrate a rough feasibility for such a project.

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To help counteract this I suggest future NGO conferences, for which people would usually have to provide their own travel funds, be encouraged to adopt a "shared travel" approach. All participants, whether from near or far, could be asked to raise a set sum (for instance, $350), the rest to be raised separately as a package by conference organizations. This system, of course, also immeasurably assists NGOs from Third World countries who also face huge travel costs.

Another helpful innovation would be exchange programmes in which New Zealand development activists have a six to twelve month exchange with European or North American development activists. Each side would undertake to organize travel and experience within the whole region -- thus helping to expand knowledge of the South Pacific among those from the Northern hemisphere. There are already a number of international coalitions and networks working on development issues. New Zealanders should be encouraged to seek these out and join in them more regularly than in the past -- within United Nations agencies, World Council of Churches, special international agencies such as YWCA or YMCA, development coalitions such as the International Coalition for Development Acton (ICDA) and the Society for International Development (SID).

Future development education resource materials from overseas should not be completed until a "New Zealand chapter or dimension" has been added in order to place emphasis on New Zealand's particular role. This would require an item in future publishing budgets to allow for the commissioning of such material by a New Zealand source.

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ADDRESSES FOR MORE INFORMATION OR RESOURCE MATERIAL

The New Zealand Coalition for Trade and Development
Box 11-345, Manners St., Wellington, New Zealand
(Co-ordinator: Kevin Clark)

Christian World Service
176 Hereford Street, P.O. Box 297, Christchurch, New Zealand
(Director: Rev. Brian Turner)

Catholic Commission for Evangelisation, Justice and Development
P.O. Box 2450, Christchurch, New Zealand
(Executive Officer: Rev. John Curnow)

CORSO
Box 9716, Courtenay Place, Wellington, New Zealand
(General Secretary: Toby Truell)

National Youth Council
33 Tory Street, Box 9645, Wellington, New Zealand
(Executive Officer: Rev. Michael Elliott)

Overseas Development Committee
P.O. Box 5113, Wellington, New Zealand
(Chairman: Graeme Thompson)

Pacific Islanders' Educational Resource Centre
272 Jervois Road, Box 46-056, Auckland 2, New Zealand
(Director: Afioga Le Mamea-Taulapapa S.I. Ioane)

United Nations Association
49 Ballance Street, P.O. Box 1011, Wellington, New Zealand

New Zealand Committee for UNICEF
5-7 Willeston Street, P.O. Box 122, Wellington, New Zealand
(Executive Officer: Molly Hookway)

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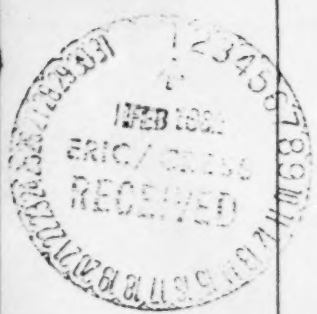

HOW TO GET UNICEF DEVELOPMENT EDUCATION MATERIALS

Almost all development education materials can be obtained from any of the 31 National Committees for UNICEF. The address for the United States Committee for UNICEF is: 331 East 38th Street, New York, New York 10016.

"Development Education Papers" are free on request. Other materials can be forwarded to you at prices indicated.

GAMES

The World Card Game (ages 7-12) $3.00
A four-colour 32-card game dealing with the issues industrial/agrarian societies, poor/rich people, modern/traditional ways, and interdependence. English or French.

Games around the World (ages 9-12) $1.50
Forty indigenous games played with sticks, pebbles or just some space to run. Eight-by-ten inch photos (b/w) illustrate activities important and familiar to children of developing nations. English.

DISPLAY MATERIAL

Arab Women at Work $8.00
A 12-picture photo (2x3 foot) exhibit with captions. English, French, Arabic.

Women at Work in Eastern Africa $8.00
A 12-picture photo (2x3 foot) exhibit with captions. English or French.

The World in a Chocolate Bar $1.00
A wallsheet on interdependence - earth: an interdependent system. Comprised of learning activities based on 10 photos and world map. English.

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FILMS
"A Tough Place to Play", 15-minute 16mm colour film on slum development, shot in Peru. English or Spanish.

DISCUSSION LEADER GUIDES - leaflets for use with UNICEF films
A series of development education leaflets directed to teachers and community groups for use with the following UNICEF films.
Discussion Leader Guides for:
- Journey for Survival
- Especially the Children
- Strategy for Growth
- It's the Same World
- A Tough Place to Play

DEVELOPMENT EDUCATION KITS (ages 9-12) $8.00
30-slide series with teacher's notes, background information, student activities (except Kit no. 6). English or French.
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No. 2 - Young in India
No. 3 - Kwadwo of Ghana
No. 4 - Village Technology
No. 5 - With Shiromi in Sri Lanka
No. 6 - An Approach to Peace Education
$2.50. Teacher's notes, classroom activities, fact sheets, background articles.
No. 7 - With Antonio in Guatemala
No. 8 - Anadia from Sudan
Also includes 6 8x10 inch b/w display photos.
No. 9 - The Global Story of Disabilities
15-slide series. 6 b/w display photos. Co-produced with Rehabilitation International.
No. 10-Precious Junk: the Ingenious Use of Scrap in the Sahel

DEVELOPMENT EDUCATION PAPERS SERIES
Papers have been presented on: Indigenous Games for Development Education; Within We Are All Alike But Do We Realize It?; Education, Development and the Search for Human Liberation; Development Education and Japan; Does It Work? Evaluation Guidelines for Development Education Teachers; Development Education in the United States; Development Education: Suggestions for Content and Strategies; Play, Development Education and Games; Development Education: NGO Priorities for the Eighties; the World Food Problem: Case Study of Home Economics Teaching Unit; Development Education in New Zealand; Teaching Global Issues through Mathematics; Development Education and Multi-Ethnic Education: Some Tensions.

NGO-UNICEF COOPERATION
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